DOCUMENT RESUME

ED 368 940 CE 066 255

AUTHOR Beaudin, Bart P.; Quick, Don
INSTITUTION Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.
SPONS AGENCY National Inst. for Occupational Safety and Health (DHHS/PHS), Cincinnati, OH.
REPORT NO ETT-94-04
PUB DATE 2 May 94
NOTE 26p.; Developed by the High Plains Intermountain Center for Agricultural Health and Safety.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Lesson Plans; Postsecondary Education; *Teaching Methods; *Training; *Training Methods
IDENTIFIERS Subject Specialists

ABSTRACT

This template was designed to assist subject matter experts in developing presentations. The template is for a training session plan (lesson plan, presentation plan, evaluation suggestions) that can be used to determine the sequence of what the presenter will say and do. Subject matter experts can easily copy the pages for use during the design phase of the project. Information called for in the template and organized for the presenter includes the following: session design, organization, and set-up (intent, audience, objectives, instructional aids needed); initial climate setting and introduction (timing, facilitator statements of actions, intended learning results); session presentation; application; reflection; and closure. Transparency masters are suggested. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Colorado State University
Fort Collins, CO

High Plains Intermountain Center for Agricultural Health and Safety
Education & Training Team
Bart P. Beaudin, Ph.D., Team Leader
Report No. ETT-94-04

HI CAHS

ED 368 940

Subject Matter Expert's

Training Module Template

Bart P. Beaudin, Team Leader
School of Occupational and Educational Studies
Colorado State University

Don Quick, Graduate Research Assistant
School of Occupational and Educational Studies
Colorado State University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
B Beaudin
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

May 2, 1994

This research has been made possible through a grant from the
U.S. Department of Health and Human Services
Public Health Service
Centers for Disease Control and Prevention
National Institute for Occupational Safety and Health

CE 066 255

Subject Matter Expert's

Training ModuleTemplate

Copyright © 1994 by: High Plains Intermountain
Center for Agricultural Health and Safety (HI-CAHS)

Requests for copy permission or further information should be addressed to:
Bart P. Beaudin, Education & Training Team Leader
HI-CAHS
Institute of Rural Environmental Health
110 Veterinary Science Building
Colorado State University
Fort Collins, Colorado 80523

This research has been made possible through a grant from the
U.S. Department of Health and Human Services
Public Health Service
Centers for Disease Control and Prevention
National Institute for Occupational Safety and Health

Training Module Template

The Education and Training Team designed this template to assist subject matter experts (SME's) when designing presentations. The template is a session plan (lesson plan, presentation plan, etc.) that SME's can use to determine the sequence of what the presenter will say and do. SME's can easily copy the pages for use during the design phase of the project. Also included in this package is a 3.5" DOS disc that contains a WordPerfect 5.1 & 6.0 copy of the template. It can be used when constructing the module (this template was designed using WordPerfect 6.0 and references to WordPerfect are to the 6.0 version, however, a copy in 5.1 is included for compatibility reasons and should work fine). If you are not working with an education and training facilitator, review the format of the plan in the section labeled "Template" and then review the sections below.

Title Page

HI CAHS

The HI-CAHS logo is a WordPerfect (.wpg) graphic imbedded in the file. The SME can use WordPerfect's graphic editor to change it if needed.

This line is where the title of your module goes. It will be in a large print. Make it descriptive and attention getting.

Copyright © 1994 by: High Plains Intermountain
Center for Agricultural Health and Safety (HI-CAHS)

Requests for copy permission or further information should be addressed to:
HI-CAHS
Institute of Rural Environmental Health
110 Veterinary Science Building
Colorado State University
Fort Collins, Colorado 80523

This research has been made possible through a grant from the:
U.S. Department of Health and Human Services
Public Health Service
Centers for Disease Control and Prevention
National Institute for Occupational Safety and Health

Include this copyright information with all modules. Update the template if changes are made to the information.

SESSION DESIGN, ORGANIZATION & SETUP

Note: *All of the titles for the sections are contained in a WordPerfect header and will be automatically carried to the next page if more then one page is used.*

Total Time: ____ Hrs ___ Mins

When designing the module estimate the time it will take for each section, total these up and enter it here. After testing the module, adjust the time as needed.

Instructional Intent

(Why is this session needed?)

Include here who initiated the creation of this module or project and why it is needed. Incorporate any information that would be of use to an instructor about why and how the module was constructed. Include information about the intended use of the module This might include information about why a particular video tape was used or who should conduct the training session.

Audience Description

(Age; gender; education level ; prior knowledge; previous experience, etc.)

Describe the intended audience. Who is targeted to receive the instruction?

Objectives

(What are the learners expected to do?)

Create specific statements of what knowledge, skill, or ability will be expected of the participants upon completion of this module. Use action verbs to describe the objective of each section of the session.

Examples:

By the end of this session the trainees will be able to:

list the physical properties and characteristics of NH_3.

transfer NH_3 from a transport truck, tank car, bulk tank, or nurse tank to a bulk tank, nurse tank, tool bar or tillage applicator safely.

Instructional Aids

(Tools, equipment, materials, handouts, transparencies, flip charts, textbooks, etc.)

Include any items that the instructor will need to conduct a successful training session. Make it detailed and all inclusive.

INITIAL CLIMATE SETTING AND INTRODUCTION

(Introductions, tie to the learners lives, benefits, session procedures, ***objectives***, relationship to previous sessions, attention getter, etc.)

Introductions are always a good way to relax the learners when they are unsure of what the intentions of the course are. Recommend the instructor introduce herself having them tell a story about their experiences with the subject matter. Also, have each participant introduce themselves and tell about their experiences or what their expectations of the session are. Let the participants know why they are there and what to expect to occur during the session.

Session Timing
(For This Section & Elapsed So Far)
Record the time it will take to covera section or major point. Also, record how much time has elapsed so far during the session. In this way, the module can help the instructor keep track of their time. They might need to speed up or slow down.

Facilitator Statements or Actions
(Questions, examples, illustrations, demonstrations, visuals, handouts)
Include anything you want the instructor to say and do at any point during the session. This might include questions to ask the participants or you might leave room for them to write in their own stories or examples.

Intended Learning/Results
(What you want the learner to know and/or do: technical content, concepts, etc.)
This is why the instructor is taking an action or making a statement. It is the content that you expect the participants to know after completing the section.

Note: *Session Timing, Facilitator Statements or Actions, and Intended Learning/Results will be used in the same manner as for each section discussed below.*

PRESENTATION
(Present, explore, and examine the content or subject matter that will cover one objective; continue checking for a positive learning climate.)

Relay the information to the participants. This might have already been done through required readings and all the instructor needs to do is summarize and embellish. You could show a video to illustrate the content. You might have prepared a flip chart or overhead transparency lecture. Prepare and distribute handouts if needed.

APPLICATION
(Allow the learners to apply the acquired knowledge by having them participate in a demonstration of an application of the material; continue checking for a positive learning climate.)

Learners need to not only explore the content with the instructor, they need to apply what they are learning to fully understand what they have learned and to be able to apply it to their daily lives.

REFLECTION

(Reflect on the content and application of the content and assess the learning; continue checking for a positive learning climate. Continue presenting, applying and reflecting until all the objectives are met.)

Allow the participants time to digest what they have seen and done. Ask open-ended questions above how they feel about the content or material. You might want to ask questions about the content to see if they understand the material.

For each objective, continue this presenting, applying and reflecting.

CLOSURE

(Reinforce what has been learned, prepare the learners for the next session's assignments, and complete the learning and reaction evaluation)

Review the objectives covered during the session to help them transfer what they have learned to their daily lives. Construct a learning and reaction evaluation if they have learned and to check their reaction to the session (see Appendix A for examples).

APPENDIX A - SESSION EVALUATION

(Develop a learning and reaction evaluation tool; remember to include an answer key.)

See Appendix A for examples.

APPENDIX B - TRANSPARENCY OR FLIP CHART MASTERS

(Include any masters needed to produce a transparency or flip chart for better visual learning)

Make sure you reference these in the main body of the module.

Appendix A - Evaluation Examples

Session Evaluation

*Do **NOT** put your name on this form.*

Learning Evaluation

Unlike a test, the aim of this section of the evaluation form is not to assess the person who has completed the form. The goal is to provide the presenter with information on whether he accomplished the objectives of the session. It also provides the learner with a chance to reflect on the material just presented.

In the space provided below, explain the general characteristics of an adult learner and what strategies you might use when working with adults.

Reaction Evaluation

Please rate the following:	Not at all				Very much so
6) Was the purpose of this session clear?	1	2	3	4	5
7) Did the session flow in an organized manner?	1	2	3	4	5
8) Was the session useful?	1	2	3	4	5
	Poor				Excellent
9) How would you rate the facilitator?	1	2	3	4	5
10) What is your overall rating of this session?	1	2	3	4	5

Comments:

Session Evaluation

Unlike a test, the aim of this section of the evaluation form is not to assess the person who has completed the form. Rather, the goal is to provide the presenters with information on their ability to transmit knowledge to the audience.

Please circle the answer for each question below that you consider to be **most accurate.**

1) What is the best first aid for an anhydrous ammonia burn?
   - A) Water
   - B) Grease
   - C) Alcohol
   - D) Any Salve

2) What is the "first rule of safety" when working with NH_3?
   - A) Always wear a respirator.
   - B) Always stand in a tank of water.
   - C) Always wear approved gloves and goggles.
   - D) Always take a break while the tank is filling.

3) What is the maximum limit that you should fill a tank?
   - A) 50%
   - B) 65%
   - C) 75%
   - D) 85%

4) When starting the transfer of NH_3, how must valves be opened?
   - A) Fast
   - B) Slowly
   - C) Halfway
   - D) It doesn't matter

5) What is the maximum speed for driving a truck with an NH_3 nurse tank attached?
   - A) 15 mph
   - B) 25 mph
   - C) 35 mph
   - D) 45 mph

Please rate the following:

	Poor				Excellent
6) Was the purpose of this session clear?	1	2	3	4	5
Comments: _____					
7) Was the information presented clearly?	1	2	3	4	5
Comments: _____					
8) Was the session useful?	1	2	3	4	5
Comments: _____					
9) How would you rate the facilitator?	1	2	3	4	5
Comments: _____					
10) How would you rate the video?	1	2	3	4	5
Comments: _____					

Session Evaluation Answers

1) What is the best first aid for an anhydrous ammonia burn?
   * **A) Water**
   B) Grease
   C) Alcohol
   D) Any Salve

2) What is the "first rule of safety" when working with NH_3?
   A) Always wear a respirator.
   B) Always stand in a tank of water.
   * **C) Always wear approved gloves and goggles.**
   D) Always take a break while the tank is filling.

3) What is the maximum limit that you should fill a tank?
   A) 50%
   B) 65%
   C) 75%
   * **D) 85%**

4) When starting the transfer of NH_3, how must valves be opened?
   A) Fast
   * **B) Slowly**
   C) Halfway
   D) It doesn't matter

5) What is the maximum speed for driving a truck with an NH_3 nurse tank attached?
   A) 15 mph
   * **B) 25 mph**
   C) 35 mph
   D) 45 mph

HI CAHS

Copyright © 1994 by: High Plains Intermountain
Center for Agricultural Health and Safety (HI-CAHS)

Requests for copy permission or further information should be addressed to:
HI-CAHS
Institute of Rural Environmental Health
110 Veterinary Science Building
Colorado State University
Fort Collins, Colorado 80523

This research has been made possible through a grant from the
U.S. Department of Health and Human Services
Public Health Service
Centers for Disease Control and Prevention
National Institute for Occupational Safety and Health

SESSION DESIGN, ORGANIZATION & SETUP

Total Time: ____ Hrs ____ Mins

Instructional Intent (Why is this session needed?)

Audience Description (Age; gender; education level ; prior knowledge; previous experience, etc.)

Objectives (What are the learners expected to do?)
By the end of this session the trainees will be able to:

Instructional Aids (Tools, equipment, materials, handouts, transparencies, flip charts, textbooks, etc.)

INITIAL CLIMATE SETTING AND INTRODUCTION

(Introductions, tie to the learners lives, benefits, session procedures, *objectives*, relationship to previous sessions, attention getter, etc.)

Session Timing For This Section & Elapsed So Far	**Facilitator Statements or Actions** (Questions, examples, illustrations, demonstrations, visuals, handouts)	**Intended Learning/Results** (What you want the learner to know and/or do: technical content, concepts, etc.)

PRESENTATION

(Present, explore, examine, the content or subject matter that will cover one of the objectives continue checking for a positive learning climate.)

Session Timing For This Section & Elapsed So Far	Facilitator Statements or Actions (Questions, examples, illustrations, demonstrations, visuals, handouts)	Intended Learning/Results (What you want the learner to know and/or do: technical content, concepts, etc.)

APPLICATION

(Allow the learners to apply the acquired knowledge by having them participate in a demonstration of an application of the material; continue checking for a positive learning climate.)

Session Timing For This Section & Elapsed So Far	Facilitator Statements or Actions (Questions, examples, illustrations, demonstrations, visuals, handouts)	Intended Learning/Results (What you want the learner to know and/or do: technical content, concepts, etc.)

REFLECTION

(Reflect on the content and application of the content and assess the learning; continue checking for a positive learning climate. Continue presenting, applying and reflecting until all the objectives are met.)

Session Timing For This Section & Elapsed So Far	Facilitator Statements or Actions (Questions, examples, illustrations, demonstrations, visuals, handouts)	Intended Learning/Results (What you want the learner to know and/or do: technical content, concepts, etc.)

PRESENTATION

(Present, explore, examine, the content or subject matter that will cover one of the objectives continue checking for a positive learning climate.)

Session Timing For This Section & Elapsed So Far	Facilitator Statements or Actions (Questions, examples, illustrations, demonstrations, visuals, handouts)	Intended Learning/Results (What you want the learner to know and/or do: technical content, concepts, etc.)

APPLICATION

(Allow the learners to apply the acquired knowledge by having them participate in a demonstration of an application of the material; continue checking for a positive learning climate.)

Session Timing For This Section & Elapsed So Far	Facilitator Statements or Actions (Questions, examples, illustrations, demonstrations, visuals, handouts)	Intended Learning/Results (What you want the learner to know and/or do: technical content, concepts, etc.)

REFLECTION

(Reflect on the content and application of the content and assess the learning; continue checking for a positive learning climate. Continue presenting, applying and reflecting until all the objectives are met.)

Session Timing For This Section & Elapsed So Far	Facilitator Statements or Actions (Questions, examples, illustrations, demonstrations, visuals, handouts)	Intended Learning/Results (What you want the learner to know and/or do: technical content, concepts, etc.)

PRESENTATION

(Present, explore, examine, the content or subject matter that will cover one of the objectives continue checking for a positive learning climate.)

Session Timing For This Section & Elapsed So Far	Facilitator Statements or Actions (Questions, examples, illustrations, demonstrations, visuals, handouts)	Intended Learning/Results (What you want the learner to know and/or do: technical content, concepts, etc.)

APPLICATION

(Allow the learners to apply the acquired knowledge by having them participate in a demonstration of an application of the material; continue checking for a positive learning climate.)

Session Timing For This Section & Elapsed So Far	Facilitator Statements or Actions (Questions, examples, illustrations, demonstrations, visuals, handouts)	Intended Learning/Results (What you want the learner to know and/or do: technical content, concepts, etc.)

REFLECTION

(Reflect on the content and application of the content and assess the learning; continue checking for a positive learning climate. Continue presenting, applying and reflecting until all the objectives are met.)

Session Timing For This Section & Elapsed So Far	Facilitator Statements or Actions (Questions, examples, illustrations, demonstrations, visuals, handouts)	Intended Learning/Results (What you want the learner to know and/or do: technical content, concepts, etc.)

CLOSURE

(Reinforce what has been learned, prepare the learners for the next session's assignments, and complete the learning and reaction evaluation)

Session Timing For This Section & Elapsed So Far	Facilitator Statements or Actions (Questions, examples, illustrations, demonstrations, visuals, handouts)	Intended Learning/Results (What you want the learner to know and/or do: technical content, concepts, etc.)

APPENDIX A - SESSION EVALUATION

(Develop a learning and reaction evaluation tool; remember to include an answer key.)

APPENDIX B - TRANSPARENCY OR FLIP CHART MASTERS

(Include any masters needed to produce a transparency or flip chart for better visual learning)